

The essence of cognitive methods in psychological research

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ABSTRACT

This article discusses the essence of cognitive methods in psychological research and the formation of different types of cognitive methods. Also, types of cognitive methods have also been analyzed as criteria for improving personality cognitive performance.

Keywords: cognitive approach, cognitive methods, construct, personality, concepts.

1. INTRODUCTION

In recent years, the field of cognition has become increasingly independent, and the scope of research in this field is expanding and deepening. Because the processes of human cognition, how to perceive and imagine the world, the process of formation of individual and socio-psychological characteristics of the individual have long been of interest to researchers in this field. As a society develops, person's worldview, thinking, intellectual qualities, perceptions and imaginations also gradually change. Cognitive characteristics play a key role in tracking the main source of personal development and the factors that affect it. In this case, it is possible to observe that person understands and comprehends various information obtained mainly from the outside. This can be seen in the study of the cognitive approach in psychological research, in terms of its study and analysis of its place in modern psychology.

2. MAIN BODY

Although the cognitive theory of the individual is close to the views of the humanist school, it can be seen that there are important differences. The American psychologist J. Kelly (1905-1967) is mentioned as the founder of cognitive theory. According to him, person wants to know only one thing - what happened and can happen in life. According to Kelly, the main source of personal development is the social environment. Cognitive theory emphasizes the influence of intellectual processes on human behavior. In this view, everyone is compared to a scientist who tests his hypotheses about the nature of objects, which allows him to predict future events. Any event can be interpreted many times. The key concept in this area is the concept of "construct". This concept covers the characteristics of certain cognitive processes (intelligence, memory, thinking, speech). Because of constructs individual not only understands the world, but also establishes interpersonal relationships. The constructs that underlie these relationships are called personality constructs. A construct is a pattern that defines how a person perceives himself or herself and others. [1; 280]

A priority element of the cognitive approach is personality constructs. It has two levels:

1. Priority building block - about 50 main structures located above the construction system. One often uses these constructs to interact with others, that is, to stay in the center of the mind.

2. Peripheral block - consists of all other structures. These structures are individual products and can range from a few hundred to several thousand.

Personality traits are the result of the two blocks working together. There are two categories of individuals: a cognitively complex person (a person with many constructions) and a cognitively simple person (a person with a small number of constructions). A cognitively complex person differs from a cognitively simple person by the following qualities:

- 1) Mental health is much better;
- 2) Effectively relieves stress;

- 3) Self-esteem is high enough;
- 4) Adapts quickly to new situations. [2; 282]

Cognitive methods are one of the individual ways in which an individual processes information that takes place in the environment, including perception, classification, analysis, and individual evaluation of reality. [3; 20] One of the effective aspects of the study of cognitive methods is its high role in pedagogical theory and practice. The specific relationship between a child's individual mental development and cognitive styles depends on the extent to which the characteristics of the cognitive system are understood. According to many researchers, at each age, a person creates new conditions for the transition to the next stage of development. This should be taken into account in the organization of the educational process. In the modern educational process, the overloading of students with extra tasks is determined by the fact that their cognitive development does not correspond to the age and individual characteristics. [4; 86-91]

Cognitive methods have long been studied in psychology as methods of individual perception, thinking and behavior can be seen in the research of psychologists such as H.Whitkin, J.Kagan, E.T.Sokolova, G.Klaus, M.A.Xolodnaya, M.S.Egorova, A.V.Libin and T.V.Kornilova.

3. DISCUSSION

Although different cognitive methods have been developed by researchers, they are all distinguished by having some differences in their approaches to classical intelligence approaches and theories, based on different theoretical foundations. A number of features that are relevant to modern cognitive techniques have also been identified. These cognitive methods, according to M.A. Kholodnaya, are: 1) the components of the field of knowledge, which clarify the features that make it up and are not directly related to its internal structure; 2) instrumental features of intellectual activity; 3) bipolar measurements (as opposed to the unipolar intelligence scale); 4) a description of intellectual functions that is stable at different levels; 5) that cognitive methods are not completely stable, but that intellectual behavior also has some advantages; 6) the value ratios of the measure cannot be applied to cognitive methods, the negative and positive aspects can be taken into account in different situations (as opposed to intellectual scales).

Existing definitions of cognitive methods have been developed by various scholars based on their theoretical and methodological positions based on their research. In his definition, Messick also defines cognitive methods as sustainable success, individual perception, life situations, strong memory, thinking, and problem-solving. In addition, the definitions of L.Ausburn and F.Ausburn are more focused on cognitive processes, especially data collection and processing. [5; 337-354] At the same time, one of G. Whitkin's first definitions in the field of cognitive style is interpreted as a way of studying a phenomenon in detail and exchanging information with others. [6; 1-64]

V.M.Allahverdov, about the cognitive style, emphasizes that in understanding the world, its models have a structure, cognitive methods have individual characteristics and productive cognitive abilities. I.V.Ravich-Sherbo, on the other hand, interprets cognitive styles in terms of personality traits. At the same time, he emphasizes that cognitive methods depend not on psychophysiological aspects, but on socio-psychological features. Many types of cognitive techniques are studied in the modern psychological literature today. We can see that M.A.Kholodnaya and E.P.Ilin have scientifically and practically studied ten main types of cognitive methods. These are:

- ⊕ Depending on the field / independent of the field;
- ⊕ Narrowness / width of equivalent boundaries;
- ⊕ Narrow / wide range of concepts;
- ⊕ Rigidity / flexibility of knowledge control;
- ⊕ Resistance / intolerance to unreal experience;
- ⊕ Referral / review controls;
- ⊕ Smoothing / strengthening;
- ⊕ Impulsive / reflective;
- ⊕ Concretization / abstraction of concepts;
- ⊕ Cognitive simplicity / complexity. [7; 309]

Integrative study of psychoanalytic approaches with cognitive methods, linking cognitive abilities with complex structures of the individual, increase sensitivity, analysis from both cognitive and psychoanalytic perspectives allow to differentiate meditative levels in the individual (Sokolova E.T, Burlakova N.S, Leontiu F, 2001, 2002, Ilina, 1999, etc.). Many researchers are currently working on research focused on cognitive methods and psychoanalytic approaches (Levy K, Blatt S, Shaver P, 1998, Fonagy P, 2000, Fonagy P, 2002, Gullestad E, 2001, Ghiglione R, 1993).

Research on the connection of cognitive methods with mental illness can be seen in the work of E.L.Korobova. He has practically studied cognitive techniques in patients with schizophrenia. Similar work has been done in the research of P.I.Yanichev and O.V.Bogdanova. Interactions of cognitive structures serve to enhance personality traits, the degree of social adaptation of patients with schizophrenia, character traits, and social rehabilitation opportunities for patients. [8; 4]

In scientific research, cognitive methods are considered a psychological factor in strategies for solving certain class problems. Tasks solved using sequential algorithms can be seen in studies aimed at the effective development of cognitive methods of students' knowledge, skills and abilities (D.B.Bogoyavlenskaya, 1983; G.A.Berulava, 1993). In a number of their work, Psychologists of Tomsk have identified the development of cognitive methods with a degree of "flexibility." M.A.Kholodnaya tries to link the influence of cognitive methods on the development of creative thinking with psychological inertia, and argues that inertia prevents the formation of cognitive style and creative thinking. According to Matyushkin and Bogoyavlenskaya, in order to diagnose the development of creative thinking, it is necessary to define the tasks of creative research. [9; 3-7]

In scientific research and the literature, two main views on the relationship between cognitive methods and success have been interpreted: 1) cognitive methods are considered as an independent mental-intellectual dimension and the effectiveness of intellectual activity depends on different manifestations of cognitive methods. 'is satisfied; 2) Cognitive methods are the basis of unique cognitive processes, and cognitive style is one of the processes that serve to increase the productivity of certain features. However, cognitive methods can help to resolve certain conflicting issues in professional activities, including operational service activities (Gopkalo, 2007; Kiryanova, 2003; Leonova, Blinnikova, Velichkovskiy, Kapitsa, 2008; Libyan, 1991; Sergeev, 1986; Meshkov, Fabri, 1989). The relevance of scientific knowledge about the role of cognitive methods can often be explained by the fact that cognitive methods are considered as separate factors influencing performance success. At the same time, cognitive techniques need to be studied as a whole. [10; 9]

4. CONCLUSION

In conclusion, it can be said that the main directions of cognitive methods in psychological research serve to ensure the consistency and scope of research in the field of psychology. Also, the importance of the appearance of cognitive methods today is to increase the psychological characteristics of the individual, to differentiate people from each other, to prevent difficulties in the educational process, to organize professional selection depending on the formation of cognitive methods and helps to understand data correctly.

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